



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 12001494  
SAU: MSAD 06  
School: Samuel D Hanson School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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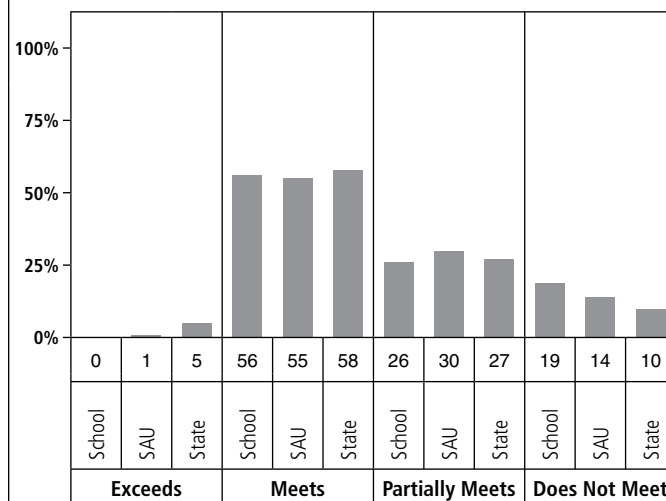
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

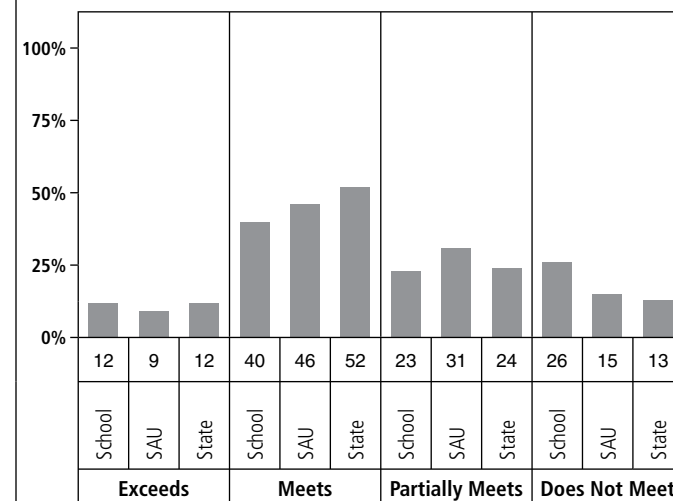
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	545	544	544
2006–2007	543	543	544
<b>2007–2008</b>	<b>543</b>	<b>543</b>	<b>545</b>
Cum. Avg. *	544	543	544
<b>Mathematics</b>			
2005–2006	540	538	543
2006–2007	543	541	546
<b>2007–2008</b>	<b>543</b>	<b>543</b>	<b>546</b>
Cum. Avg. *	542	541	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	541	541	541
<b>2007–2008</b>	<b>536</b>	<b>537</b>	<b>538</b>
Cum. Avg. *			

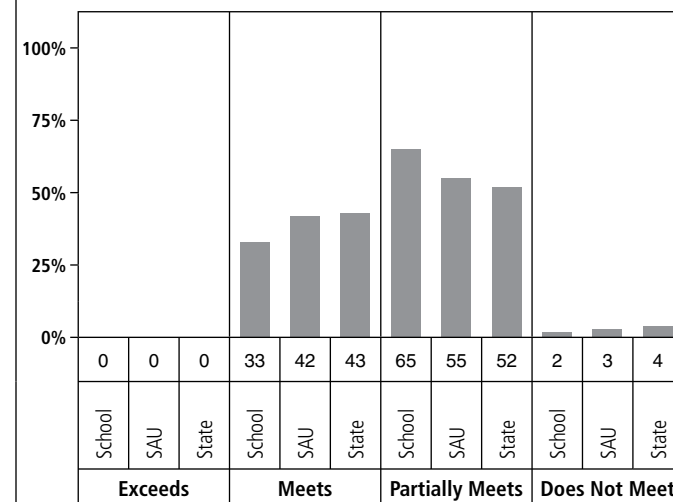
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																												
							ELA-Reading						Mathematics												ELA-Writing										
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State												
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%											
Total number of students	43	100	319	100	14240	100	43	100	318	100	14157	100	43	100	318	100	14156	100					43	100	318	100	14107	99							
Ethnicity	African American/Black						1	2	3	1	404	3	1	100	3	100	396	98	1	100	3	100	398	99					1	100	3	100	388	96	
	American Indian or Native Alaskan						0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0	0	0	118	100	
	Asian or Pacific Islander						0	0	2	1	201	1	0	0	2	100	199	99	0	0	2	100	199	99					0	0	2	100	197	98	
	Hispanic						0	0	1	0	178	1	0	0	1	100	170	97	0	0	1	100	174	99					0	0	1	100	171	97	
	Caucasian/White						42	98	313	98	13339	94	42	100	312	100	13274	100	42	100	312	100	13267	100					42	100	312	100	13233	99	
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0	0	0	0	0
Identified disability	5	12	64	20	2555	18	5	100	64	100	2528	99	5	100	64	100	2526	99					5	100	64	100	2507	99							
Current LEP	0	0	1	0	337	2	0	0	1	100	328	97	0	0	1	100	334	99					0	0	1	100	323	96							
Economically disadvantaged	12	28	117	37	5574	39	12	100	116	100	5528	99	12	100	116	100	5531	99					12	100	116	100	5504	99							
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0	0	0	5	100							

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	38	88	263	82	11042	78	38	88	261	82	11006	77							38	88	262	82	11127	78
Identified disability (PET/IEP)	0	0	14	5	396	4	0	0	13	5	404	4							0	0	13	5	447	4
LEP	0	0	1	0	144	1	0	0	1	0	141	1							0	0	1	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	5	12	53	17	2974	21	5	12	55	17	3014	21							5	12	54	17	2845	20
Identified disability (PET/IEP)	5	100	48	91	1996	67	5	100	49	89	1986	66							5	100	49	91	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	5	9	766	26	0	0	6	11	801	27							0	0	5	9	710	25
Participation through alternate assessment (PAAP)	0	0	2	1	136	1	0	0	2	1	136	1							0	0	2	1	135	1
Identified disability (PET/IEP)	0	0	2	100	136	100	0	0	2	100	136	100							0	0	2	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	1	0	19	0	0	0	1	0	23	0							0	0	1	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	1	2	14	5	721	5
	2006-2007	0	0	8	3	702	5
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>659</b>	<b>5</b>
	Cum. Total*	1	1	26	3	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	28	64	147	52	7571	53
	2006-2007	8	47	145	53	7730	55
	<b>2007-2008</b>	<b>24</b>	<b>56</b>	<b>175</b>	<b>55</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	60	58	467	54	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	12	27	91	32	4343	30
	2006-2007	9	53	89	32	4182	30
	<b>2007-2008</b>	<b>11</b>	<b>26</b>	<b>94</b>	<b>30</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	32	31	274	31	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	3	7	29	10	1628	11
	2006-2007	0	0	33	12	1419	10
	<b>2007-2008</b>	<b>8</b>	<b>19</b>	<b>43</b>	<b>14</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	11	11	105	12	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.8	57.9	27.8	57.9	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.5	60.4	14.5	60.4	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.3	55.4	13.3	55.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 06  
 School: Samuel D Hanson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	43	0	0	24	56	11	26	8	19	543	316	1	55	30	14	543	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	1										3						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										2						197	5	64	23	8	546
Hispanic	0										1						167	2	47	37	14	542
Caucasian/White	42	0	0	23	55	11	26	8	19	543	310	1	55	30	14	543	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	0	0	1	20	4	80	529	62	2	23	35	40	535	2392	0	26	42	31	536
No	38	0	0	24	63	10	26	4	11	545	254	1	63	28	7	545	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										1						319	1	36	34	29	537
No	43	0	0	24	56	11	26	8	19	543	315	1	56	30	14	543	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	12	0	0	5	42	3	25	4	33	541	115	0	44	39	17	541	5454	2	48	35	15	541
No	31	0	0	19	61	8	26	4	13	544	201	2	62	24	12	544	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	43	0	0	24	56	11	26	8	19	543	316	1	55	30	14	543	14011	5	58	27	10	545
<b>Gender</b>																						
Female	21	0	0	14	67	5	24	2	10	546	151	2	59	29	10	544	6766	7	62	24	8	546
Male	22	0	0	10	45	6	27	6	27	540	165	1	52	30	17	542	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										41	0	29	39	32	536	1751	1	35	44	21	538
No	41	0	0	24	59	10	24	7	17	543	275	1	59	28	11	544	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										0						464	27	71	2	1	557
No	43	0	0	24	56	11	26	8	19	543	316	1	55	30	14	543	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	548	7	0	64	27	9	543	5	2	42	34	22	540
B. less than one hour	65	0	0	15	54	6	21	7	25	542	66	2	54	29	14	543	66	5	60	27	9	545
C. one to two hours	30	0	0	7	54	5	38	1	8	544	24	0	62	26	12	544	26	5	61	26	8	546
D. more than two hours	2	0	0	1	100	0	0	0	0	544	3	0	22	44	33	535	2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	19	0	0	6	75	2	25	0	0	548	25	3	62	27	9	544	31	7	63	23	7	547
B. They match some of what I have learned.	53	0	0	10	43	6	26	7	30	540	55	1	57	29	13	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	23	0	0	7	70	2	20	1	10	545	15	0	50	25	25	540	11	2	42	37	19	540
D. There is no match.	5	0	0	1	50	1	50	0	0	542	4	0	27	55	18	539	3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	40	0	0	12	71	4	24	1	6	547	34	3	69	20	8	546	30	10	68	16	6	549
B. good	40	0	0	9	53	4	24	4	24	542	46	1	58	30	11	543	53	3	59	29	9	544
C. fair	21	0	0	3	33	3	33	3	33	537	19	0	29	44	27	537	15	1	41	40	18	539
D. poor	0										1	0	25	25	50	535	2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	26	0	0	5	45	2	18	4	36	541	18	0	43	30	28	539	17	3	45	32	19	541
B. about the same as my regular schoolwork	65	0	0	18	64	6	21	4	14	544	68	2	62	27	8	545	67	5	62	26	7	546
C. easier than my regular schoolwork	9	0	0	1	25	3	75	0	0	542	14	0	45	38	17	541	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	2	40	1	20	2	40	536	15	0	29	29	42	535	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	74	0	0	18	56	8	25	6	19	543	62	1	60	31	8	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	14	0	0	4	67	2	33	0	0	550	24	3	64	25	8	546	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	14	0	0	4	67	2	33	0	0	547	19	2	73	19	7	547	18	8	64	20	8	547
B. 20 minutes to an hour	77	0	0	18	55	7	21	8	24	542	47	1	57	30	12	543	56	5	62	25	7	546
C. less than 20 minutes	2	0	0	1	100	0	0	0	0	544	14	2	47	31	20	541	12	2	50	32	15	542
D. I rarely read at home.	7	0	0	1	33	2	67	0	0	541	20	0	45	35	19	540	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	48	0	0	10	50	6	30	4	20	542	35	0	54	32	14	543	26	3	51	32	14	542
B. six to ten pages	21	0	0	5	56	2	22	2	22	543	33	1	58	28	13	543	28	3	59	28	9	544
C. eleven or more pages	31	0	0	9	69	2	15	2	15	544	32	3	56	26	15	543	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	0										17	0	100	0	0	543						
B.	0										33	0	25	0	75	532						
C.	0										33	0	25	0	75	526						
D.	0										17	0	0	100	0	535						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	2	17	6	1415	10
	2006-2007	0	0	15	5	1711	12
	<b>2007-2008</b>	<b>5</b>	<b>12</b>	<b>27</b>	<b>9</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	6	6	59	7	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	20	45	97	34	6503	45
	2006-2007	9	53	123	45	6778	48
	<b>2007-2008</b>	<b>17</b>	<b>40</b>	<b>144</b>	<b>46</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	46	44	364	42	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	15	34	104	37	3945	28
	2006-2007	8	47	93	34	3884	28
	<b>2007-2008</b>	<b>10</b>	<b>23</b>	<b>98</b>	<b>31</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	33	32	295	34	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	8	18	65	23	2434	17
	2006-2007	0	0	45	16	1683	12
	<b>2007-2008</b>	<b>11</b>	<b>26</b>	<b>47</b>	<b>15</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	19	18	157	18	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.6	57.3	8.7	58.0	9.0	60.0
Cluster 2: Shape and Size	14	29	6.3	45.0	6.5	46.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.1	42.0	2.0	40.0	2.2	44.0
Cluster 4: Patterns	14	29	8.0	57.1	8.0	57.1	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	43	5	12	17	40	10	23	11	26	543	316	9	46	31	15	543	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	1										3						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										2						198	16	59	15	11	549
Hispanic	0										1						173	5	45	30	20	541
Caucasian/White	42	5	12	16	38	10	24	11	26	543	310	8	45	31	15	543	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	0	0	0	0	5	100	521	62	5	18	40	37	534	2390	2	29	34	35	534
No	38	5	13	17	45	10	26	6	16	546	254	9	52	29	9	546	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										1						330	4	36	27	33	536
No	43	5	12	17	40	10	23	11	26	543	315	9	45	31	15	543	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	12	1	8	4	33	2	17	5	42	538	115	3	43	38	16	541	5461	5	46	30	19	541
No	31	4	13	13	42	8	26	6	19	545	201	11	47	27	14	545	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	43	5	12	17	40	10	23	11	26	543	316	9	46	31	15	543	14015	12	52	24	13	546
<b>Gender</b>																						
Female	21	1	5	9	43	7	33	4	19	542	151	7	42	31	19	543	6767	11	51	24	13	546
Male	22	4	18	8	36	3	14	7	32	543	165	10	48	31	11	544	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										41	0	7	56	37	532	1755	1	37	39	23	538
No	41	5	12	17	41	10	24	9	22	544	275	10	51	27	12	545	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						464	58	40	2	0	564
No	43	5	12	17	40	10	23	11	26	543	316	9	46	31	15	543	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	552	7	14	41	36	9	546	5	6	39	29	25	539
B. less than one hour	65	4	14	10	36	6	21	8	29	543	66	9	47	30	14	544	66	12	52	24	12	546
C. one to two hours	30	1	8	5	38	4	31	3	23	541	24	8	47	33	12	544	26	12	55	23	11	547
D. more than two hours	2	0	0	1	100	0	0	0	0	548	3	0	11	22	67	526	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	33	2	14	7	50	2	14	3	21	547	41	11	54	23	12	546	38	16	56	19	8	549
B. They match some of what I have learned.	53	3	13	7	30	7	30	6	26	542	46	8	37	42	13	542	48	9	53	26	12	545
C. They match just a little of what I have learned.	12	0	0	2	40	1	20	2	40	536	10	6	48	19	26	542	10	6	37	32	24	539
D. There is no match.	2	0	0	1	100	0	0	0	0	548	3	0	40	20	40	535	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	21	3	33	2	22	0	0	4	44	547	27	20	44	26	11	548	31	24	54	14	8	552
B. good	44	2	11	8	42	4	21	5	26	542	46	7	53	28	12	545	47	8	55	25	12	545
C. fair	28	0	0	5	42	5	42	2	17	541	22	0	36	42	22	538	19	2	43	35	20	539
D. poor	7	0	0	2	67	1	33	0	0	542	5	0	29	36	36	534	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	35	2	13	6	40	3	20	4	27	543	18	9	35	39	17	542	18	5	42	30	22	540
B. about the same as my regular schoolwork	58	2	8	10	40	6	24	7	28	541	69	9	48	29	14	544	66	11	55	23	11	547
C. easier than my regular schoolwork	7	1	33	1	33	1	33	0	0	554	13	7	49	34	10	545	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	37	0	0	8	50	4	25	4	25	543	32	6	45	32	16	543	21	10	48	26	16	544
B. two or three days a week	35	4	27	3	20	5	33	3	20	546	41	11	46	34	9	545	36	13	54	23	10	547
C. two or three times each month	16	1	14	5	71	0	0	1	14	545	17	13	48	25	13	546	27	12	54	23	11	547
D. never or almost never	12	0	0	1	20	1	20	3	60	531	11	0	42	24	33	537	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	26	0	0	5	45	3	27	3	27	539	18	11	39	30	20	542	7	12	44	25	19	543
B. two or three days a week	51	3	14	7	32	6	27	6	27	543	42	6	48	34	12	544	30	13	53	23	11	547
C. two or three times each month	14	1	17	3	50	1	17	1	17	549	27	11	55	23	11	546	34	12	54	23	10	547
D. never or almost never	9	1	25	2	50	0	0	1	25	546	13	10	28	38	25	539	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	2	0	0	1	100	0	0	0	0	544	5	0	13	33	53	529	7	7	40	25	28	539
B. 30–45 minutes	16	0	0	1	14	3	43	3	43	530	21	0	42	40	18	539	31	7	49	29	15	543
C. 45–60 minutes	33	2	14	6	43	3	21	3	21	546	23	8	42	35	14	544	40	12	55	23	10	547
D. more than 60 minutes	49	3	14	9	43	4	19	5	24	545	51	13	52	25	10	547	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										17	0	50	50	0	541						
B.	0										33	0	0	50	50	528						
C.	0										33	25	0	25	50	536						
D.	0										17	0	0	50	50	526						

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 0	0 0	3 0	1 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	9 14	53 33	157 133	57 42	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	8 28	47 65	108 173	39 55	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 1	0 2	9 10	3 3	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	20	100	10.2	51.0	10.5	52.5	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	12	60	5.2	43.3	5.5	45.8	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	8	40	4.9	61.3	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	43	0	0	14	33	28	65	1	2	536	316	0	42	55	3	537	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	1										3						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										2						196	2	55	42	2	541
Hispanic	0										1						170	0	29	62	9	535
Caucasian/White	42	0	0	13	31	28	67	1	2	535	310	0	42	55	3	537	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	3	60	1	20	527	62	0	21	63	16	530	2372	0	12	72	16	529
No	38	0	0	13	34	25	66	0	0	537	254	0	47	53	0	539	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										1						319	0	30	58	12	533
No	43	0	0	14	33	28	65	1	2	536	315	0	42	55	3	537	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	12	0	0	2	17	10	83	0	0	533	115	0	31	65	3	535	5435	0	32	61	7	535
No	31	0	0	12	39	18	58	1	3	537	201	0	48	49	3	538	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	43	0	0	14	33	28	65	1	2	536	316	0	42	55	3	537	13967	0	43	52	4	538
<b>Gender</b>																						
Female	21	0	0	11	52	10	48	0	0	540	151	0	54	44	2	539	6750	1	55	43	2	540
Male	22	0	0	3	14	18	82	1	5	532	165	0	32	64	4	535	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										41	0	20	73	7	534	1745	0	26	69	5	534
No	41	0	0	14	34	27	66	0	0	536	275	0	45	52	3	537	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	43	0	0	14	33	28	65	1	2	536	316	0	42	55	3	537	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 06  
School: Samuel D Hanson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	532	7	0	50	50	0	538	5	0	29	57	14	533
B. less than one hour	65	0	0	10	36	18	64	0	0	537	66	0	42	55	3	537	66	0	44	52	3	538
C. one to two hours	30	0	0	4	31	8	62	1	8	535	24	0	43	53	4	536	26	0	45	52	3	538
D. more than two hours	2	0	0	0	0	1	100	0	0	528	3	0	22	67	11	533	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	28	0	0	5	42	7	58	0	0	538	22	0	57	42	1	540	25	1	54	42	3	540
B. good	40	0	0	5	29	12	71	0	0	536	46	0	50	49	1	538	50	0	46	51	3	538
C. fair	30	0	0	4	31	8	62	1	8	534	28	0	23	73	5	534	22	0	29	65	6	535
D. poor	2	0	0	0	0	1	100	0	0	526	4	0	27	45	27	530	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	26	0	0	4	36	7	64	0	0	535	15	0	35	61	4	536	14	0	33	56	10	535
B. about that same as my regular schoolwork	67	0	0	9	31	19	66	1	3	536	68	0	44	54	2	537	65	0	45	52	3	538
C. easier than my regular schoolwork	7	0	0	1	33	2	67	0	0	537	17	0	46	48	6	537	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										17	0	50	50	0	540						
B.	0										33	0	0	100	0	531						
C.	0										33	0	0	75	25	527						
D.	0										17	0	50	0	50	531						